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ABSTRACT

This reader, the sixth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 6 correlates to Skill Book 4 and above. Titles of stories in this reader are My Children; Making Ice Cream; A Bowhunting Day; Sliding Down the Hill; Wreath Making Can Be Fun and Profitable; Pittsburgh Junior Academy; Cutting Wood; My Story; My Daughter, Donna; Holding On; and Off to Pittsburgh. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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PROJECT P.R.O.U.D.

BOOK 6

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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.

BOOK 6

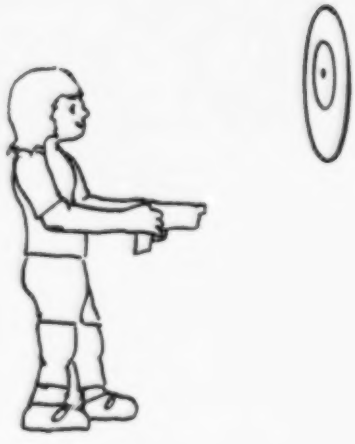
TABLE OF CONTENTS

	Page
MY CHILDREN by Anonymous	1
MAKING ICE CREAM by Donnie McBride	5
A BOWHUNTING DAY by Eugene Rockey	8
SLIDING DOWN THE HILL by Donnie McBride	12
WREATH MAKING CAN BE FUN AND PROFITABLE by Ed Stover	15
PITTSBURGH JUNIOR ACADEMY by John Edwards	18
CUTTING WOOD by Rob Moyer	22
MY STORY by Susan Welsh	25
MY DAUGHTER, DONNA by Martha Snyder	28
HOLDING ON by Eugene Rockey	31
OFF TO PITTSBURGH by Sarah Koston	34

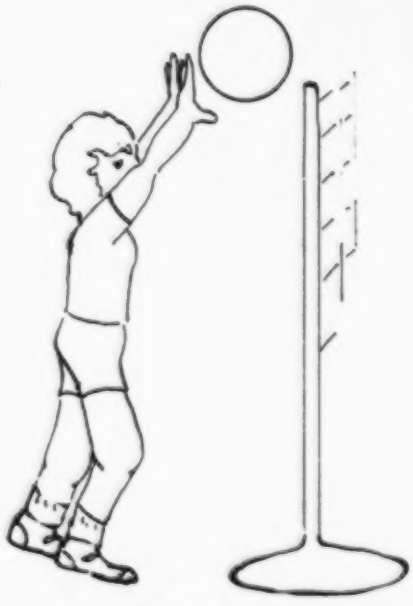
MY CHILDREN
by Anonymous

baseball	daughter	ribbon
church	record	children

The first year
my daughter, Shannon
went to church camp
she really surprised us.
She came home
with a blue ribbon!
It was for shooting
a B.B. gun
at a target.
We were very proud of her.
The second year
she won first place
in the B.B. contest again.
Her third year
at camp
she came home
with the first place
ribbon in archery,
second place
in B.B. gun,
and second place
in lawn darts.
She blamed me
for not practicing
with her enough.
That's why
she got second place
in B.B.



In 1978
shortly after
her sixth birthday,
Shannon won first place
in the baseball throw
at the Moshannon Valley YMCA
elementary track meet.
She threw the baseball
forty-five feet.
Her record
still stands today!



This month
my son Chad won
two second place ribbons.

One was running
the fifty yard dash.
One was in shooting
a dart gun.
I am very proud
of my children.
There is a lot
more to tell
but I don't
have the time now.

FILL IN THE MISSING WORDS

1. The first _____ my daughter went to church camp she really surprised us.
2. She came _____ with a blue ribbon!
3. _____ were very proud of her.
4. This month _____ son Chad won two second place ribbons.
5. I am very proud of my _____.

WRITE THE TWO LITTLE WORDS THAT MAKE UP THESE WORDS

baseball _____ _____

birthday _____ _____

ADD ING AND READ

say say_____

tell tell_____

shoot shoot_____

throw throw_____

go go_____

MATCH THE OPPOSITES

first	lost
won	yesterday
run	last
short	walk
today	tall

WORD HUNT

D	A	U	G	H	T	E	R	CAMP
Z	Z	M	E	E	T	Z	Z	FIRST
Z	S	E	C	O	N	D	Z	SECOND
Z	Z	Z	A	Z	Z	Z	Z	MEET
Z	Z	Z	M	Z	Z	Z	Z	DAUGHTER
Z	Z	Z	P	Z	Z	Z	Z	
Z	Z	Z	F	I	R	S	T	

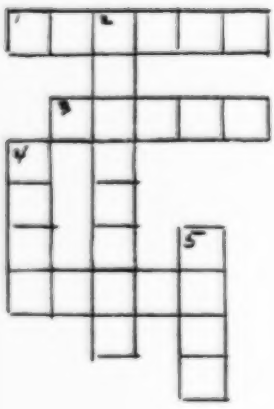
CROSSWORD PUZZLE

<u>ACROSS</u>

1. Shannon won a blue _____.
3. I was _____ of my son when he won.
6. Chad won second _____.

<u>DOWN</u>

2. She had a _____ party when she was six.
4. Chad went to _____ in the summer.
5. Last _____ Chad went to camp.



<u>WORD BANK</u>

proud	ribbon
year	birthday
camp	place

THE STORY

1. What surprised the author?

_____

2. What games did Shannon play?

_____

3. What was the name of the track meet Shannon was in?

_____

4. Why didn't the author tell more?

_____

YOUR TURN - TELL ABOUT YOU

1. Are you proud of someone in your family? Why?

2. Have you ever been in a race? What happened?

MAKING ICE CREAM
by Donnie McBride

batch	school	teacher
mistake	supplies	

The school bought
all the supplies
to make ice cream.
There were two fathers
and two mothers
and the teacher
and the new teacher
to help.
They started to make
ice cream
and took all the kids
to one room
to show them
how to mix it up.
That was when
they made the mistake
with the sugar and salt.
They used
too much salt,
and had to
throw it away.
They made
a new batch
and gave each child
in the two classes
a chance to churn
the ice cream.
It took
about twenty minutes
to churn;
then we added
the strawberry flavor.
It was really good!

FILL IN THE MISSING WORDS

1. The school bought _____ the supplies to make ice cream.
2. There were two _____ and two mothers and the teacher and the new teacher to help.
3. They started to _____ ice cream.
4. They used too _____ salt.
5. They made a new _____.
6. It took about twenty _____ to churn

MATCH THE OPPOSITES

new	none
good	old
all	down
up	bad

WRITE THE ROOT WORDS

fathers _____

minutes _____

started _____

added _____

WORD FIND

Z	N	E	W	Z	H	Z	mix
Z	Z	A	D	D	E	D	added
M	Z	Z	Z	Z	L	Z	help
I	Z	Z	Z	Z	P	Z	room
X	R	O	O	M	Z	Z	new

THE STORY

1. How many people were there to help make ice cream?

_____

2. What mistake did they make?

_____

3. What flavor ice cream did they make?

_____

4. How long did the ice cream take to churn?

_____

YOUR TURN - TELL ABOUT YOU

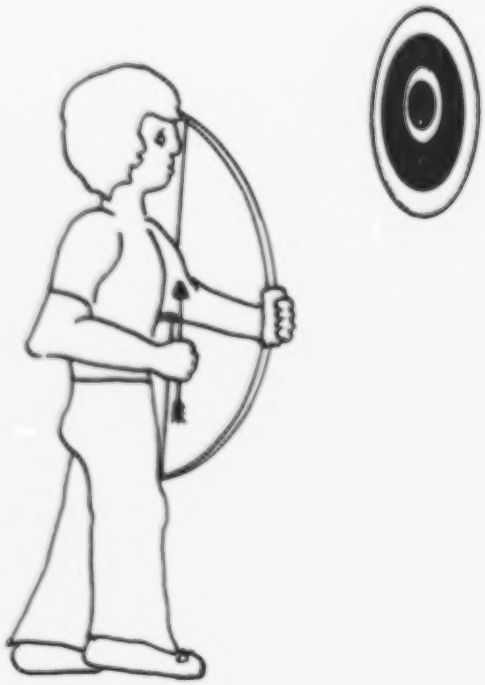
1. Did you ever make ice cream?

2. What is your favorite flavor of ice cream?

A BOWHUNTING DAY
by Eugene Rockey

usually	track	trail
practice	because	
o'clock	warm	

Bowhunting is more than
hunting for deer.
Usually you have to
practice shooting
your bow
for a week or two.
Also you should
get out in the woods
to find out
where the deer are.
When bowhunting
comes around
we usually take
my camper hunting.
We hunt at the
Nittany Inn
on the ridge.
Sometimes we get up
at five o'clock
and go somewhere
to eat
before going hunting.



When we get
to the woods
we have
tree stands
we hunt out of.
If anybody gets
any shooting
and hits a deer
we usually wait
about an hour,
and yell for
one of the other guys
to come and
help track it down.

Usually if you hit
a deer with a
bow and arrow
it is very hard
to track
because of

the leaves falling,
and a deer
don't bleed
like it would
when it is shot
with a bow.
With a bow and arrow
you only find
a drop of blood
here and there.
If it is hit hard,
it usually stops
and you will find
a puddle of blood.
Sometimes
it will even lay down.

One of the guys hit one
and we tracked it
over the top of
the mountain.

We did not find anyplace
where it laid down.
After we tracked it
to the top of
the mountain
we lost its trail.

The guy who hit it
was disappointed
he didn't get it.
It was a nice spike.
Only thing
we could figure out
he didn't hit the deer
in any vital spot.

Usually at eleven o'clock
we meet back
at the camper
because most of the deer
have come up
from the fields.
Then we figured out
where we are going
to hunt the next day.

Bowhunting is a lot of fun
because it usually
is warm out
and it takes skill
to shoot a deer
with a bow
and that is why
I like to bow hunt.

FILL IN THE MISSING WORDS

1. Bowhunting is more _____ hunting for deer.

2. You have to _____ shooting your bow.

3. When we _____ to the woods we have tree stands we hunt out of.

4. With a bow _____ arrow you only find a drop of blood here and there.

5. Bowhunting is a lot of fun because it usually is warm out and it _____ skill to shoot a deer with a bow.

ADD ING AND READ

hunt	hunt____
shoot	shoot_____
stand	stand_____
yell	yell_____
bleed	bleed_____

MATCH OPPOSITES

stop	in
run	go
find	lose
up	walk
out	down
come	start

THE STORY

1. Why does the author like bowhunting?

_____

2. Is there much blood when you use a bow and arrow?

_____

3. Is bowhunting usually done in cold weather?

_____

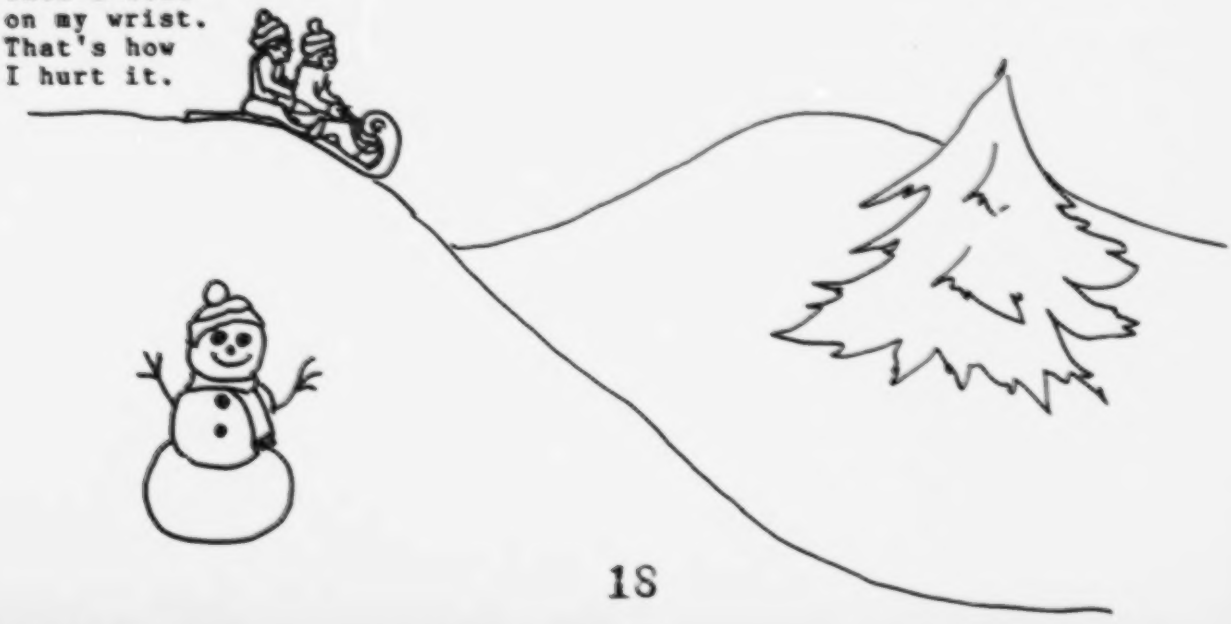
YOUR TURN - TELL ABOUT YOU

1. Do you ever go hunting?
2. Did you ever use a bow and arrow?
3. Do you like to eat venison?
4. What winter activities fo you like?

SLIDING DOWN THE HILL
by Donnie McBride

Friday	sliding	wrist
hour	standing	

Last Friday evening
I saw the kids
sliding down
over the hill.
Some of them
were standing up
sliding down the hill.
I took Susie and Donnie
outside to slide.
We were out
about an hour
when the kids
got cold,
so the little kids
all went back
inside the house.
That's when
I decided
to slide down
standing up.
I went
the whole way down
all right, but when
I went to turn,
I started
to slide again.
Then I fell
on my wrist.
That's how
I hurt it.



FILL IN THE MISSING WORDS

1. I saw the _____ sliding down the hill.
2. I took Susie and Donnie outside to _____.
3. We were out about an _____.
4. The kids got _____.
5. I decided to slide _____ standing up.
6. I _____ on my wrist.

WORD FAMILIES

ADD A LETTER AND READ

add m	___old	add n	___ook
add f	___old	add l	___ook
add t	___old	add c	___ook
add g	___old	add t	___ook
add c	___old		

WORD FIND

H	F	R	I	D	A	Y	M	WRIST
O	M	W	R	I	S	T	M	HOUR
U	M	M	M	M	M	M	M	FRIDAY
R	S	L	I	D	I	N	G	SLIDING
S	T	A	N	D	I	N	G	STANDING

THE STORY

1. When did the author see the kids sliding?

_____

2. How did the author slide down the hill?

_____

3. How did the author hurt his wrist?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you enjoy sled riding?

2. Did you ever slide down a hill standing up?

WREATH MAKING CAN BE FUN AND PROFITABLE

by Ed Stover

Christmas	money	stuff
gifts	trailing	
extra	dead	

Every Christmas
I make extra money
by making
Christmas wreaths.
I go to the woods
to find
trailing pine
or crow's feet.
I pull it
and put it
in bags.
I take it home
and pull out
the dead stuff.
I tie bunches
together and
weave them
on a wire rim.
I made 24 bundles
so I will have
a nice full wreath.

I give
some wreaths
for gifts
and sell some.
I enjoy
making them and
I like
having extra money
to buy
Christmas gifts.

FILL IN THE MISSING WORDS

1. Every _____ I make extra money by making Christmas wreaths.
2. I go to the woods to find trailing _____ or crow's foot.
3. I pull it and put it in _____.
4. I _____ it home and pull out the dead stuff.
5. I _____ bunches together and weave them on a wire rim.
6. I make 24 _____ so I will have a nice full wreath.

WORD FAMILIES

ADD A LETTER AND READ

add f	___ag	add r	___ag
add g	___ag	add s	___ag
add h	___ag	add t	___ag
add l	___ag	add w	___ag
add n	___ag		

ADD A BLEND AND READ

add br	___ag
add fl	___ag
add sh	___ag
add st	___ag
add sw	___ag

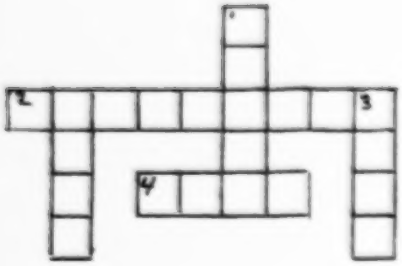
CROSSWORD PUZZLE

ACROSS

2. I make _____ wreaths.
5. I pull out the _____ stuff.

DOWN

1. I make _____ money.
3. I take the crow's foot _____.
4. I _____ some wreaths.



WORD BANK

Christmas
home
extra
sell
dead

THE STORY

1. How does the author make extra money?

_____

2. Where does the author find trailing pine or crow's feet?

_____

3. What does the author do with his wreaths?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you make any Christmas gifts?

2. Did you ever make a wreath?

3. Do you think this would be a good way to make money?

4. What other hobbies could you develop to be both fun and profitable?

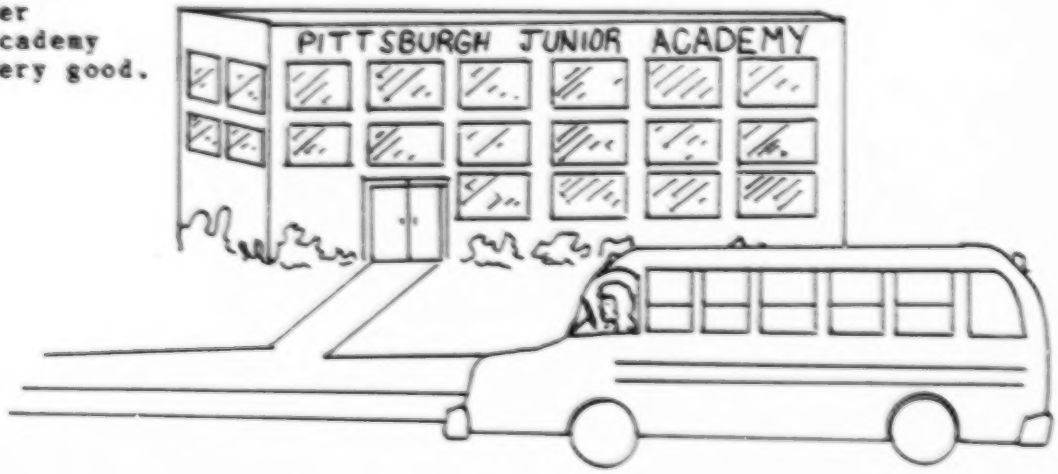
PITTSBURGH JUNIOR ACADEMY
by John R. Edwards

learned	started	teacher
people	school	

When I was four,
I started school
at Pittsburgh Junior Academy
in Pittsburgh, Pennsylvania.
I learned
reading, writing
and arithmetic.
I learned
my numbers
and my alphabet.
I also learned
how to get along
with other people.

I used to ride
the bus to school.
Then I started
getting rides
to school and back
from my father
in his white car.

I stopped going
to the Academy
when I was
nine years old.
After that
I had two tutors
to teach me.
My teacher
at the Academy
wasn't very good.



FILL IN THE MISSING WORDS

1. When I was _____ I started school at Pittsburgh Junior Academy in Pittsburgh, Pennsylvania.
2. I learned _____, writing and arithmetic.
3. I also learned my _____ and my alphabet.
4. I also _____ how to get along with other people.

ADD S AND READ

ONE	MORE THAN ONE
school	school__
year	year__
car	car__
father	father__
teacher	teacher__

MATCH

reading	WHITE
when	FOUR
was	WAS
from	READING
four	FROM
white	WHEN

ADD ED AND READ

PRESENT	PAST
learn	learn___
use	use___
start	start___
listen	listen___

MATCH THE NUMBERS

one	2
two	4
three	1
four	8
five	10
six	3
seven	6
eight	9
nine	7
ten	5

WORD FIND

V	V	V	W	L	V	WAS
F	A	T	H	E	R	LEARNED
R	V	V	E	A	V	FATHER
O	V	V	N	R	V	FROM
M	W	A	S	N	V	WHEN
V	V	V	V	E	V	
V	V	V	V	D	V	

THE STORY

1. What did the author learn in school?

_____

2. How did he get to school?

_____

3. When did he stop going to the school?

_____

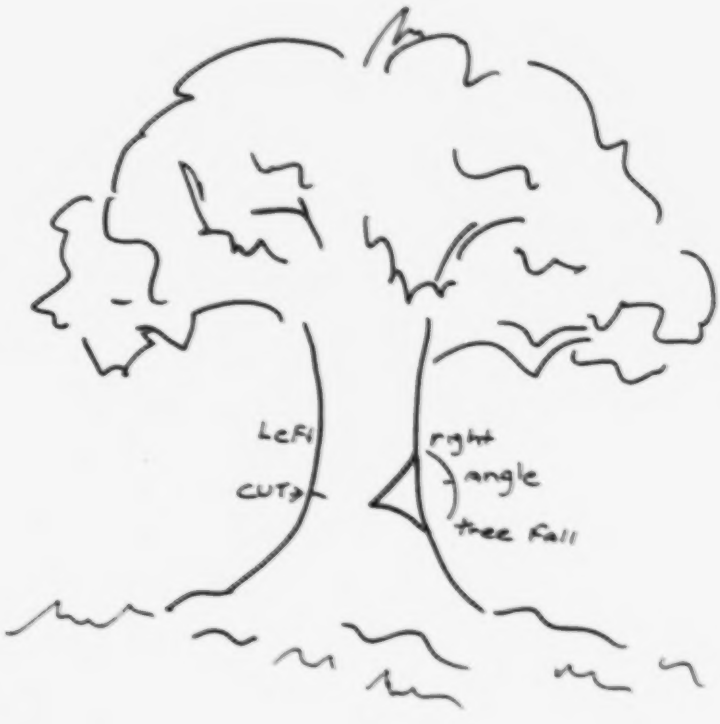
YOUR TURN - TELL ABOUT YOU

1. Where did you go to school?
2. How did you get to school?
3. What were your teachers like?
4. Did you like school? Why or why not?
5. What did you like best about school?

CUTTING WOOD
by Rob Moyer

careful	direction	power
chain	cutting	

Last Saturday
when I was cutting wood
the chain flew off
the bar of the
power saw.
That was my
first experience
of this kind
and I hope
my last.
It makes you think
how careful
you need to be
using a power saw
on angle cuts.
Cutting tree tops
can be
dangerous.
To cut a tree down
you cut a half moon
in the direction
you want
the tree to fall.
Then you go
on the other side
and saw in
the direction
of the half moon.



FILL IN THE MISSING WORDS

1. Last Saturday I was _____ wood.

2. The chain flew _____ the power saw.

3. That was my first _____ of this kind.

4. And I _____ my last.

5. Cutting tree _____ can be dangerous.

6. To cut a tree down you cut a half _____.

WORD FAMILIES

ADD A LETTER AND READ

Add b ___ar

Add c ___ar

Add f ___ar

Add m ___ar

Add t ___ar

ADD A BLEND AND READ

Add sp ____ar

Add st ____ar

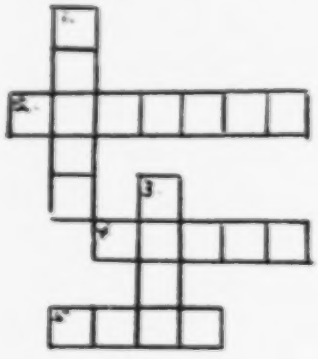
CROSSWORD PUZZLE

ACROSS

2. Be _____ using a power saw.
4. I cut the tree with a _____ saw.
5. Go to the other _____.

DOWN

1. The _____ flew off the saw.
3. I was cutting _____.



WORD BANK

power chain
side careful
wood

THE STORY

1. What happened to the chain saw?

---

2. What should you always check before using a power saw?

---

3. Why do you need to cut a half moon in the tree?

YOUR TURN - TELL ABOUT YOU

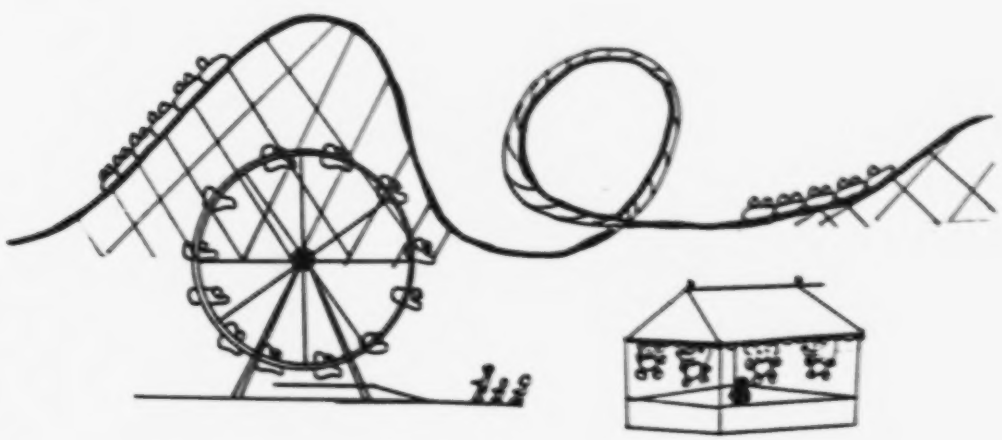
1. What tools have you worked with?

2. In what other jobs would you use these tools?

MY STORY
by Susan Welsh

entertainment	rides	couple
enjoy	sister	

We went to
Lakemont
a couple of years ago
for the first time.
I had a great time.
I got on
a lot of rides.
I rode
the ferris wheel
for the first time
and also
the big roller coaster.
I got on
the bumper cars
with my sisters,
but most of all,
I enjoyed myself.
I also enjoyed the food
and the entertainment.
I hope some day
we will go back there.



FILL IN THE MISSING WORDS

1. We went to Lakemont a _____ of years ago.
2. I had a _____ time.
3. I got on a lot of _____.
4. I rode the ferris wheel for the _____ time.
5. I got on the bumper cars with my _____.
6. I enjoyed the food and the _____.

WORD FAMILIES

ADD A LETTER AND READ

Add c ___ot

Add d ___ot

Add g ___ot

Add l ___ot

Add n ___ot

ADD A BLEND AND READ

Add bl ____ot

Add sh ____ot

Add sp ____ot

Add tr ____ot

WORD FIND

E	N	T	E	R	T	A	I	N	M	E	N	T	ENJOY
N	K	K	T	I	M	E	K	K	K	K	K	K	TIME
J	K	K	K	D	K	K	K	K	K	K	K	K	ENTERTAINMENT
O	K	K	K	E	K	K	K	K	K	K	K	K	SISTERS
Y	K	K	K	S	I	S	T	E	R	S	K	K	RIDES

THE STORY

1. Where did the author go?

_____

2. What rides did she have?

_____

3. Did she have a good time?

_____

YOUR TURN - TELL ABOUT YOU

1. Would you enjoy going to an amusement park?

2. What would be your favorite ride?

MY DAUGHTER, DONNA
by Martha Snyder

children	daughter	talk
allow	smile	

I live with a
Meyer Brungard.
He is about
73 years old.
We live
in his house
in Rebersburg.
I would like
to move because
my daughter
is not allowed
to come home.
Donna, my daughter,
lives in State College
in a home called
Strawberry Field.
She is
seventeen years old.
She works for
day care
from nine o'clock
to twelve o'clock.
She likes it
because she reads
to the children
and they like her.

Donna is short
and has black hair
and brown eyes.
I haven't seen her
in a long time,
but she usually calls me
once a week.
She had a baby
on May 29, 1984.
She had a boy.
His name is Bobby.
He weighed
five pounds,
9 1/2 ounces
and is
seventeen inches long.
He had a lot of hair.
When she sees him,

he smiles at her.
She said he is growing.

Donna has become
a very good cook.
She made an apple pie,
homemade pizza,
and all kinds of cakes.

Yesterday
I visited Donna
for about two hours.
We played pool.
We ate the pie
and talked.
We enjoyed
the afternoon.

FILL IN THE MISSING WORDS

1. I _____ with a Meyer Brungard.

2. He is _____ 73 years old.

3. My daughter is not _____ to come home.

4. Donna, my _____, lives in State College.

5. She reads to the _____.

6. Donna has _____ a good cook.

MATCH THE WORDS

child	VISIT
talk	TALK
visit	CHILD
smile	SMILE
daughter	DAUGHTER
allow	ALLOW

WORD FIND

Q	Q	V	Q	Q	Q	VISIT
C	H	I	L	D	Q	TALK
Q	Q	S	Q	Q	Q	SMILE
S	M	I	L	E	Q	ALLOW
Q	Q	T	A	L	K	CHILD
A	L	L	O	W	Q	

THE STORY

1. Why does the author want to move?

_____

2. How old is Donna?

_____

3. What is the name of Donna's baby?

_____

YOUR TURN - TELL ABOUT YOU

1. How do you feel about working with children?

2. What type of work do you prefer?

HOLDING ON
by Eugene Rockey

blowing	swaying	thirty
forth	limbs	forty

Crawling up
in the tree stand -
The wind was blowing.
Tree was blowing
back and forth.
Made it hard
to sort of be
comfortable up there,
when the tree
was swaying
back and forth.
I was about
thirty or forty feet
in the air.
I was sitting
on a little piece
of platform,
so I could
stand on it
to hold on.
With the limbs
being so far apart
and with the gun
it made it hard
to get back down.
It was
a little scary
being up there.
With the wind blowing
and the tree swaying
it made you feel
a little wary.

FILL IN THE MISSING WORDS

1. Crawling up in the _____
2. The _____ was blowing.
3. _____ was blowing back and forth.
4. Made it _____ to sort of be comfortable.
5. The tree was _____ back and forth.

WORD FAMILIES

ADD A LETTER AND READ

gun		black	
add r	__un	add l	__ack
add f	__un	add t	__ack
add s	__un	add s	__ack
add p	__un	add h	__ack
add d	__un	add r	__ack

FIND THE ROOT WORD

crawling _____

blowing _____

standing _____

running _____

sitting _____

WORD FIND

B	Z	Z	F	Z	Z	Z	TREE
L	T	R	E	E	Z	Z	GUN
O	Z	Z	E	G	U	N	BLOW
W	S	T	A	N	D	Z	STAND
Z	A	I	R	Z	Z	Z	

THE STORY

1. Where was the author crawling?

_____

2. What was the author sitting on?

_____

3. What was the tree doing?

_____

YOUR TURN - TELL ABOUT YOU

1. Did you ever go hunting?

2. Have you ever been scared?

OFF TO PITTSBURGH
by Sarah Koston

restaurant	children	television
teacher	morning	

I left State College
on the bus
to go out
to Pittsburgh
to visit
my sister, Mary
and family
for Christmas day.
I had a good time
when my
Sunday School teacher
went with us
to eat
at a restaurant
on Wednesday afternoon.
I took a picture
of my niece, Marian,
and Brian and Crystal
and my Sunday School teacher too.
Chuck took us
to see the lights
all around Pittsburgh.
My sister and I
went Christmas shopping
on Sunday, December 23.
After the children
went to bed,
my sister and I
wrapped Christmas gifts
and put them
under the Christmas tree.

The next morning
I woke up and
took a bath.
My sister
had to work
on Christmas day.
Brian and his sister, Crystal,
came up to see us
on Christmas Day.
I helped my sister, Mary
to get supper
for the children to eat.
I helped her wash dishes too.

I went
to the grocery store
with my sister
and then all of us
watched television.
My sister fell asleep
on the couch
because she was so tired
from work,
so she had to sleep.
We all fell asleep
in the bedroom.
I spent four days
before I came
back home
on December, 29,
Saturday morning.

FILL IN THE MISSING WORDS

1. I left State College on the _____.

2. My Sunday School teacher _____ with us to eat.

3. I took a _____ of my niece.

4. My sister and I went Christmas _____.

5. The next morning I woke up and took a _____.

6. My _____ had to work on Christmas Day.

MATCH THE OPPOSITE WORDS

in	bad
good	over
under	out
after	dry
wet	before

WORD FIND

W	L	I	G	H	T	S	WORK
O	W	W	B	U	S	L	VISIT
R	W	D	W	W	W	E	LIGHTS
K	W	A	W	W	W	E	SLEEP
W	W	Y	W	W	W	P	DAYS
V	I	S	I	T	W	W	BUS

THE STORY

1. How did the author go to Pittsburgh?

_____

2. Whom did she go visit?

_____

3. Where did they eat on Wednesday afternoon?

_____

YOUR TURN - TELL ABOUT YOU

1. Have you visited a big city at Christmas time?

2. What is the best thing about Christmas for you?

STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

_____

_____

_____

_____